

Clarification on State Developed Equity Plan

The No Child Left Behind Act requires states have plans to ensure schools provide instruction by **highly qualified** instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. According to 2013-14 data from the Education Professional Standards Board, 99.70 percent of all courses in Kentucky are taught by highly qualified teachers.

However, nationwide data shows that, in spite of the large percentage of teachers being classified as highly qualified, poor and minority children still are being taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. As a result, the United States Department of Education (USED) is requiring states to develop equity plans and use evidence-based strategies to address the data.

In response, Kentucky is looking at the broad context of human resource management in the following areas:

- recruitment
- placement
- development (Professional Learning)
- evaluation
- retention
- career pathways (keeping effective and exemplary teachers in the classroom)

Data in all of these areas is being reviewed to inform strategies for the state plan and identify support needed by districts and schools to address equity issues.

Keep in mind that statutes and regulations that currently govern human resource management in districts and schools are still in effect and have not changed. **The state equity plan will not force schools and districts to move staff within the school and district since those decisions are made at the local level as outlined in statute and regulation.**

The required components of the state equity plan include consultation with stakeholders regarding the plan; identification of equity gaps; a root cause analysis of the gaps; strategies to eliminate the gaps; measures to evaluate progress; and public reporting on progress.

Feedback is being collected from the commissioner's advisory groups and civil right organizations. Concerns have been raised about the differences in rural and urban settings; barriers that exist such as statutory, regulatory, and contractual issues; budgetary constraints; and teacher preparation, to name a few. All of this feedback is informing plan development, and opportunities for feedback will be provided throughout the process.

The equity plan will contain measures. Feedback is being collected from advisory groups now on the possible measures to be included in the equity plan. Those suggested measures are:

- working conditions
- effectiveness measure (Each domain and student growth)
- overall effectiveness
- total percent of 1st year and Kentucky Teacher Internship Program (KTIP) teachers in all schools
- teacher retention

Knowing that an effective teacher and leader are the most crucial elements for the success of students, the Professional Growth and Effectiveness System has put in place a system that focuses on investment in the success of educators in being the most effective professionals to work with students and provides data to drive discussions about strengths and improvement areas. This data, along with many other sources, should be driving decisions in districts and schools around the areas mentioned above in order to have a truly cohesive human resource management strategy.